



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	None
4	Final Award	MSc Person-centred Practice (Palliative Care)
	Subsidiary exit awards	Postgraduate Diploma Person-centred Practice (Palliative Care)
5	Programme Title	MSc Person-centred Practice (Palliative Care)
6	UCAS code	None
7	SCQF Level	11
8	Mode of delivery and duration	PT: 2 -4 years
9	Date of validation/review	26 th May 2016

10. Educational Aims of the programme

Programme Aims:

Aims:

- To facilitate experienced interdisciplinary practitioners to identify, build on and apply the principles of person-centred practice in developing a deep and critical specialist knowledge base to enhance the quality of palliative and end of life care for patients and families
- To influence critical reflection and the application of research findings in evidence-based practice effectively and collaboratively to advance person-centred palliative and end of life care in the practitioner's workplace and the wider context through person-centred teaching and learning approaches.

11. Benchmark statements/professional and statutory body requirements covered by the programme

In the development of this programme a wide range of local, national and international documents relating to palliative care have been accessed.

12. Learning Outcomes of the Programme

On successful completion of the Postgraduate Certificate in Palliative Care the practitioner will be able to:

1. Display a critical understanding through a proactive person-centred approach of the philosophy, principles and the socio-political context of palliative care
2. Critically analyse, evaluate and synthesise the different sources of evidence that contribute to an evidence base for palliative care practice.
3. Demonstrate a creative and evidence-based person-centred contribution to the interdisciplinary team's response to the physical, psychological, social and spiritual issues experienced by patients and families in the palliative care phase of illness.

4. Exhibit advanced communication skills for initiating, maintaining and concluding a therapeutic relationship with patients and families and for maximising effective team working.
5. Critically reflect on practice as a means of lifelong learning in concurrence with the professional, ethical and legal frameworks underpinning autonomous and collaborative practice as well as in the support of others delivering palliative care.
6. Demonstrate enhanced skills in key areas such as decision making and leadership, in order to support others to provide quality care for patients and families at the end of life.
7. Plan and execute a significant work-based learning project relevant to the practitioner's palliative care context and which contributes to advancing person-centred palliative care practice.

Each of the learning outcomes requires the demonstration of knowledge and understanding, intellectual skills, practical/professional skills and transferrable skills; analysis of these skills are found in individual module descriptors.

Postgraduate Diploma (PG Dip) Palliative Care Learning Outcomes

On successful completion of the PG Dip in Palliative Care, the practitioner will be able to demonstrate achievement of learning outcomes 1-6.

13. Teaching and learning methods and strategies

Reflecting the notion of the individual being at the centre of learning and congruent with both the level and philosophy of this postgraduate programme, the learning and teaching approaches afford participants the opportunity to take a high level of responsibility for their learning within a supportive framework. Emphasis is placed on strategies that enable analytical, lateral and innovative ways of thinking, encourage interaction and the fostering of a community of learners, build on workplace experience and develop personal transferable skills appropriate for their complex roles in the interdisciplinary team.

Recognising diversity of learning styles, teaching approaches will include group-focused discussions, challenge and debate, problem-based learning and collaborative case study analysis, reflective debriefings, skills rehearsal and simulated role play, interactive lectures and independent study. A robust approach to the integration of face to face class contact with the use of the online facilities available will build on what is currently in place to develop an authentic blended learning approach to postgraduate palliative care education. Interactive learning methods, based around each individual's knowledge and experience, contribute to the development of an integrated, interdisciplinary and reflective approach to solving complex problems.

The unique individual contributions of learners to the learning situation are seen as an important learning resource. This sharing of knowledge by participants from their diverse professional perspectives throughout the programme aims to focus and extend experience and understanding of palliative care practice and of postgraduate level study.

The learning and teaching approaches detailed in the MSc Person-centred Practice (PCP) Framework are framed by core philosophical concepts which include of personhood, person-centredness, human potential and developing and supportive and enabling environments. Central to the approach is student engagement and responsibility in learning.

14. Assessment strategies

Assessment strategies are designed to encourage the integration and synthesis of theory with practice, to enable the development of transferable skills, to ensure the rigour of

academic thinking and also to promote the achievement of the student's personal and professional goals. In line with the philosophy of promoting a questioning approach and an understanding of reflective practice, a wide range of strategies are used to ensure a vitality of assessment in support of personal growth and professional development. Assessment facilitates the application of reflective skills, critical analysis and reasoned decision-making. This will be achieved through the use of varied strategies which draw on the participant's own areas of practice such as critical analysis and reflection in relation to a case study, self- and tutor- assessment of recorded interviews, poster presentation, group and individual presentations.

The assessment strategy for the MSc PCP Framework is based on the same principles as the above document through assessment practices recognizing the process of learning as well as the product.

Students studying from the Master's degree will undertake a significant project worth 60 level 11 SCQF credits.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The structure of the MSc Person-centred Practice (Palliative Care)

This will be attained by successful completion of the equivalent of 12 M level modules (180 credits at SCQF 11). The structure of the MSc is set out in Table 2.

Table 2 : MSc Person-centred Practice (Palliative Care) Structure	
<p>All students complete the three core specialist modules:</p> <ul style="list-style-type: none"> • Supporting the Patient and Family in Palliative Care • Developing Advanced Communication Skills in Palliative Care • Working with People with Complex Pain and Symptoms-<i>core for those in a clinical role</i> • Shadows and Horizons: Advancing Palliative Care Practice-<i>core for students in a non-clinical role</i> 	
PLUS	
<p>Students with a clinical role will be advised to complete:</p> <ul style="list-style-type: none"> • Shadows and Horizons: Advancing Palliative Care Practice <p>however student need may be better met through another module therefore:</p> <ul style="list-style-type: none"> • May choose one 15 credit module from the MSc PCP Framework array 	<p>Students with a non-clinical role require one elective module:</p> <ul style="list-style-type: none"> • Will complete one 15 credit module from the MSc PCP Framework array
<p>All students complete the MSc Person-centred Practice Framework core modules:</p> <ul style="list-style-type: none"> • Theory and Practice of Person-centred Health and Social Care (30 credits) • Leading professional Practice (15 credits) • Making Judgements and Decisions in Practice (15 credits) <p>with a focus on palliative care throughout.</p>	
<p>All students complete the Dissertation Project – MSc Person-centred Practice (60 credits) with a focus on palliative care.</p>	

The structure of the Postgraduate Diploma Person-centred Practice (Palliative Care)

The PG Dip Person-centred Practice (Palliative Care) will be achieved by successful completion of the equivalent of 8 modules at M level (120 credits at SCQF 11), Table 1 sets out the PG Dip structure.

Table 1 : Postgraduate Diploma Structure	
<p>All students complete the three core specialist modules:</p> <ul style="list-style-type: none"> Supporting the Patient and Family in Palliative Care Developing Advanced Communication Skills in Palliative Care Working with People with Complex Pain and Symptoms-core for those in a clinical role Shadows and Horizons: Advancing Palliative Care Practice-core for students in a non-clinical role 	
PLUS	
<p>Students with a clinical role will be advised to complete:</p> <ul style="list-style-type: none"> Shadows and Horizons: Advancing Palliative Care Practice <p>however student need may be better met through another module therefore:</p> <ul style="list-style-type: none"> May choose one 15 credit module from the MSc PCP Framework array 	<p>Students with a non-clinical role require one elective module:</p> <ul style="list-style-type: none"> Will complete one 15 credit module from the MSc PCP Framework array
<p>All students complete the MSc Person-centred Practice Framework core modules:</p> <ul style="list-style-type: none"> Theory and Practice of Person-centred Health and Social Care (30 credits) Leading professional Practice (15 credits) Making Judgements and Decisions in Practice (15 credits) with a focus of palliative care throughout. 	

16. Criteria for admission

This section should be read in conjunction with the QMU Taught Programmes Framework (<http://www.qmu.ac.uk/quality/qm/AZindex.htm#q>) and the Admission and Registration Regulations.

- Candidates will normally be UK honours graduates or equivalent
- Candidates will normally have two years post-qualification/registration experience in a palliative care context
- Candidates must have access to a learning environment that offers experience in working with palliative care patients and their families in order to meet the outcomes of the award
- International students, whose first language is not English must provide evidence of English language proficiency in line with Taught Postgraduate Framework

QMU and the Hospice are fully committed to the provision of equality of opportunity within the admissions criteria specified and reject any form of negative discrimination Taught Postgraduate Framework.

Applications from all students will be assessed on the basis of academic suitability for the programme in question. Discussions about the support requirements of students will be separate from that consideration and in line with the Taught Postgraduate Framework.

Regulations covering the accreditation of prior learning are set out in the Recognition or Accreditation of Prior Learning guidance available at:

<http://www.qmu.ac.uk/quality/gr/default.htm>

QMU arrangements apply as set out in the Taught Programmes Framework.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors: one of the Hospice lecturers will be allocated as the student's personal academic tutor
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees
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18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>